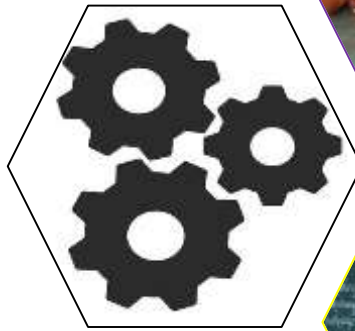


# Oral Communication



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# **Oral Communication**

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## **Quarter 2**

### **Self-Learning Module 6**

**A Shift in Speech Context, Speech Style, Speech Act and Communicative Strategy Affects the Relationship of Speaker**





## EXPECTATIONS

This is your self-instructional learner module in Oral Communication in Context. All the activities provided in this lesson will help you learn and understand: **Shift in Speech Context, Speech Style, Speech Act and Communicative Strategy Affects the Relationship of Speaker.**

Specifically, you will learn about the following:

1. explain the shift in speech context, speech style, speech act and communicative strategy affects the relationship of speaker;
2. discuss how the relationship of communicators affects the whole communication process; and
3. observe various situations in which different speech style is observed.



## PRETEST

Directions: Identify the following information whether RIGHT or WRONG. Write your answer before each number.

- \_\_\_\_ 1. "See ya" is an acceptable phrase for formal speech style.
- \_\_\_\_ 2. When a person interacts with others, he or she uses a particular style of speaking or speech style.
- \_\_\_\_ 3. Private vocabularies are often used by those people who have close and intimate relationship.
- \_\_\_\_ 4. A good speaker builds a good relationship by considering the expectations of his audience.
- \_\_\_\_ 5. Well- structured, logically sequenced, and strongly coherent phrases are very important in casual speech style.





## RECAP

You have learned that a shift or change in speech context, speech style, speech act and communicative strategy can affect the duration of interaction. The duration of our interaction with someone depends on the situation and our relationship with our communicator.

Give an instance how the shift affects the duration of interaction. Write your answer below.

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## LESSON

Have you experienced bumping with someone while buying at the grocery or market? How would you describe your interaction if that someone was your close friend, relative, teacher, supervisor, or just an acquaintance?

It is usual for us to communicate depending on our relationship with our communicator/s. When we are having dyad (occurs between two people) and small group conversations with our friend or group of friends we could say that as speakers, we are more comfortable to speak and show our real identity or character as a person to our communicator/s. Unlike when we are talking with someone who has authority and power over us like teacher, supervisor or a pastor, the interaction is more limited and restricted when it comes to the choice of words, gestures, facial expressions and duration of interaction.

In **formal speech** for instance, the speaker's role is to deliver an important message or information towards his/her audience. In order to look credible as a keynote speaker the use of formal language is very indispensable, too much, awkward and unnecessary movement must also be avoided. Credibility, or ethos,



refers to an audience's perception that the speaker is well prepared and qualified to speak on a topic (Fraleigh & Tuman, 2011).

Peterson, Stephan, and White (1992) explain that there are two kinds of credibility; the reputation that precedes you before you give your speech (**antecedent credibility**) and the credibility you develop during the course of your speech (**consequent credibility**). In many cases, the audience has no prior knowledge of the speaker, so they make judgments about the quality of the evidence and arguments in the speech. In addition, they look at and listen to the speaker to determine if she/he is a reliable source of information.

(<https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/role-of-speaker/>)

Likewise, an Audience analysis is very important in building good relationship towards your audience. This involves identifying the audience and adapting a speech to their interests, level of understanding, attitudes and beliefs. When people became part audience members in a speech situation, they bring with them expectations about the occasion, topic and speaker. Violating audience expectations can have a negative impact on the effectiveness of the speech. Taking an audience-centered approach is important because a speaker's effectiveness will be improved if the presentation is created and delivered in an appropriate manner.

(<https://www.comm.pitt.edu/oral-comm-lab/audience-analysis>)

On the other hand, the role of the speaker in an intimate and casual speech depends on the speaker's purpose. An **intimate** is used by participant who share a very close relationship such as very close friends, siblings, husband and wife, parents and children. In this style, the participants share a completely private vocabulary, making it difficult for other who are outside of the group to understand. In **casual** style jargon, slang, or vernacular language are used. It is very common among peers and friends.

Moreover, communicating without knowing your connection or relationship with your communicator/s might put you in a trouble. Like for instance, when you tell a joke with a teacher, he or she might feel that you are disrespecting him or her. When you use unwanted gestures while having a



formal speech, your audience might think that you are incompetent and your words are not worth-listening. Every communication is unique and exceptional, we have to consider a lot of things and at the same time we have to adopt with the situation.

### Guided Practice

Read the dialogues below. Identify the relationship of the communicators in each context and write the speech style used. Write your observations and generalizations after. Use the template below to write your answer.

1.

*Arie: Dadskie!*

*DJ: Why Arie?*

*Arie: Please get my chanol.*

*DJ: OK, coming!*

<b>Speech style:</b>
<b>Generalization:</b>

The conversation between Arie and DJ shows an intimate speech style. Pet name *Dadskie* is used to reveal their relationship as father and daughter. They use private vocabulary which is *chanol* and is only understandable by the both of them.

2.

*CEO to the employees*

*“Toyota’s sales bounced back in March as substantial discounts helped to win back customers who had been shaken by the firm’s mass safety recalls.”*

[https://www.slideshare.net/\\_Scl\\_/types-of-speech-styles](https://www.slideshare.net/_Scl_/types-of-speech-styles)





<b>Speech style:</b>
<b>Generalization:</b>

It shows formal style; the speaker who is also a CEO used complete sentences with specific word usage. The language used is very formal that sounds the speaker smart and at the same time credible.

	<b>MOTHER</b>	<b>TEACHER</b>
<b>Language used</b>	<ul style="list-style-type: none"> <li>- I can explain thoroughly the reasons of my decision in any language that my mother can understand.</li> <li>- All information can be discussed</li> </ul>	<ul style="list-style-type: none"> <li>- Some of the information can't be discussed, specially the confidential information.</li> </ul>
<b>Facial expressions and gestures</b>	<ul style="list-style-type: none"> <li>- unrestricted, since I have an intimate relationship with my mother.</li> </ul>	<ul style="list-style-type: none"> <li>- restricted, because I might feel uncomfortable or awkward.</li> </ul>
<b>Duration of interaction</b>	<ul style="list-style-type: none"> <li>- Since all the information could be discussed, I assume that the duration of interaction is longer</li> </ul>	<ul style="list-style-type: none"> <li>- The duration of interaction is shorter because the information I'll share is limited.</li> </ul>

For language used, with your mother, you can explain thoroughly the reasons of your decision in any language that your mother can understand. All



information can be discussed as well. With your teacher, some of the information can't be discussed, specially the confidential one.

For facial expressions and gestures with your mother - unrestricted, since you have an intimate relationship with her, meanwhile, with your teacher, it is restricted because you might feel uncomfortable or awkward.

For duration of interaction with your mother, since all the information could be discussed, let's assume that the duration of interaction is longer. And with the teacher, the duration of interaction is shorter because the information you might share is limited.



## ACTIVITIES

### Activity 1

Write the difference of communication in the following context. Discuss how your relationship to your communicator affects the whole communication process. Use the template below to write your answer.

**Telling your best friend your most painful experience last week** VS

**Telling your teacher your most painful experience last week**

<b>RELATIONSHIP →</b>	<b>BEST FRIEND</b>	<b>TEACHER</b>
<b>Language used</b>		
<b>Facial expressions and gestures</b>		
<b>Duration of interaction</b>		





**Rubric:**

Criteria	5	3	2	Score
<b>Completeness</b>	Completely followed all the instructions. The information is complete.	There is missing information.	The instructions did not completely follow.	
<b>Correctness</b>	All information is correct and accurate	There is/are one or two mistake/s.	There are four or more than four mistakes.	
<b>Grammar and Spelling</b>	There is no misspelled word or any grammatical error.	There are no more than two misspelled words or grammatical errors.	There are four or more misspelled words or grammatical errors.	

**Activity 2**

Imagine yourself as one of the best, rich and well known business men or women in the country. How will you communicate or talk with your childhood best friend who happens to be your employee as well?

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**Rubric:**

Criteria	5	3	2	Score
<b>Organization</b>	The information in general is logical and easy to follow.	Some of the information are hard to follow.	Sequence of information is difficult to follow.	



<b>Content Knowledge</b>	Student demonstrates full knowledge (more than required)	Student is at ease with content, but fails to elaborate.	Student does not have grasp of information; student can't answer the subject.	
<b>Grammar and Spelling</b>	The essay has no misspelled words nor grammatical error.	The essay has more than two misspelled words nor grammatical errors.	The essay has four or more misspelled words nor grammatical errors.	

### Activity 3

Respond on the following situations. Write your response based on the person you are talking with. Make your generalization after.

#### Example:

asking for a new laptop

Parent – Mom! I need a new laptop; I badly need it next week for my online class.

Friend – Liza, do you have an extra laptop? Can I borrow it for my online class?

Boss – Sir, I'm in need of laptop, I just made a formal request for this matter.

#### 1. telling that you'll be late due to traffic

Parent \_\_\_\_\_

Friend \_\_\_\_\_

Boss \_\_\_\_\_

#### 2. writing birthday greetings

Parent \_\_\_\_\_

Friend \_\_\_\_\_

Boss \_\_\_\_\_

#### Generalization:

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